

# Receivership

## Quarterly Report *and* Continuation Plan (2016-17)

*3<sup>rd</sup> Quarter - January 18, 2016 to April 15, 2016*

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
05M123: P.S. 123 Mahalia Jackson	310500010123	NYC GEOG DIST # 5 - MANHATTAN	Yellow	Cohort 4
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students *(Unaudited Register as of 1/15/16)
Carmen Fariña, Chancellor	Melitina Hernandez	Aimee Horowitz, Executive Superintendent for Renewal Schools Gale Reeves, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	PK,OK,01,02,03,04,05,06,07,08	560

### Executive Summary

Please provide a *plain-language summary* of the current reporting quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to *no more than 500 words*.

The new State Receivership law requires that “Persistently Struggling Schools” be given an initial one-year period to improve student performance, and “Struggling Schools” be given an initial two-year period to improve student performance. The State Education Department designated 62 New York City schools as Struggling or Persistently Struggling, which requires them to be placed in receivership under the Chancellor’s direction.

As part of this Administration’s commitment to ensure that all of our students receive a high-quality education, Mayor Bill de Blasio and Chancellor Carmen Fariña launched the Renewal School program, which included a \$150 million commitment to provide unprecedented resources to turnaround 94 of our most challenged schools. Fifty of the 62 state-designated Struggling and Persistently Struggling Schools are in the City’s Renewal Program. The remaining 12 are receiving similar resources and all 62 benefit from State-mandated supports.

Renewal Schools are implementing significant interventions to accelerate student performance and help close achievement gaps. Those interventions include an additional five hours of expanded learning time; working with partner community-based organizations to provide rich after-school programming; and, increased professional development for school leaders, teachers and other school-based staff through coaches and partnerships with institutions such as Teachers College at Columbia University. Additionally, each Renewal School is now a Community School, offering wraparound services



to our students and their families.

The education reforms in the Renewal School Program have a strong record of driving improvement. First, strong, effective leadership is critical in initiating and sustaining turnaround efforts in struggling schools. Since the launch of the Renewal School Program, we have dispatched teams of experienced principals and assistant principals to strengthen leadership and to provide expertise these schools need to help change direction. Where it is needed, we have and will continue to replace school leadership to help transform a school and boost student achievement.

Second, increased high-quality professional development provides teachers and principals targeted support to develop their craft and improve classroom instruction practices. We are investing in deepening teachers' skills through professional development at every grade.

Third, expanded learning time extends the school day by one hour each day and enables struggling schools to create more time for core subject instruction, tailored academic support for students' unique needs, and enrichment activities provided in collaboration with community partners. Schools now have a more seamless school day that reinforces core subject material while providing students with helpful strategies and services that support active learning.

Finally, the Community School model, which incorporates academic and social services into the school environment, provides services to students and communities beyond the classroom needs, with the goal of helping students focus and stay on task during the school day.

To oversee these efforts we established the Office of Community Schools and the Office of Renewal Schools. We also hired a team of district-based Directors of School Renewal (DSR) to support Renewal schools. DSRs participate in monthly professional development sessions. These professional development sessions focus on building capacity and facility in the areas of continuous school improvement processes, instructional and leadership coaching, data driven progress monitoring, and establishing systems and structures for sharing best practices within and across their schools.

All Community Schools in the City have been matched with a lead community-based organization and have hired a community school director - a new leader in the school whose primary responsibility is to coordinate partnerships and interventions.

Through these partnerships, we are able to provide more time for learning, academic support, enrichment activities, health services and more. For example, some schools might have a food pantry so that hunger does not distract from learning. Others schools might have a physician's office on site to keep kids healthy so they do not miss school. Still others might offer English classes for families so parents can help kids with their homework. We are confident that these interventions and new programs will make this school year and those to come successful experiences, which will drive student achievement in our struggling schools.

We are closely tracking indicators that schools are moving in the right direction. Across Districts 1-32, attendance has increased from 91.5 percent in the 2013-14 school year to 92.1 percent in the 2014-15 school year and is at an all-time high. Citywide, we also saw a modest test score improvement over the past year, and while we are proud of this, we have much more work to do to ensure every child is reading on grade level and every student is graduating as



a productive member of society.

Ensuring families are actively engaged in this work is critical. Last summer we knocked on the doors of 35,000 families of Renewal School students to tell them what it meant for their school to be a Community School. We held family nights in all Community Schools in September to welcome families back to school, and get suggestions and feedback, and we're offering a 3-day training on Dr. Karen Mapp's Dual Capacity framework for all community schools. The training will be offered to teams from each school that are comprised of administration, parents, teachers and CBO staff.

The State-mandated receivership hearings have played a critical part in our larger goal of involving families in their children's education. The DOE held public meetings at all 62 Struggling and Persistently Struggling schools to discuss receivership and its requirements, and the Renewal Schools Program. We were pleased to hear directly from parents, students, and community members about what their schools need to improve to be successful. We recognize that families are key partners in achieving academic excellence for their children, and family engagement will continue to be a key element in these efforts.

All stakeholders at Mahalia Jackson are committed to the continued improvement and the success of our students academically, socially and emotionally. Collectively, students, staff and families contribute to a school community that is safe and conducive to learning. We have aligned our resources to build systems that are informed by input and feedback from the School Leadership Team (SLT) and Community Engagement Team (CET), and implemented by school staff and leadership, which meet regularly to evaluate progress based on qualitative and quantitative data.

- In the area of Rigorous Instruction, teachers participate in extensive professional learning opportunities both onsite (through school-based literacy, math and technology coaching) and offsite (at workshops and at Teachers College) to assist them in enhancing their teaching and student learning. Students who need additional support are served through a targeted Academic Intervention Services program provided by school staff and community based partners. Our Expanded Learning Time (ELT) program serves all students in the school five hours per week. In addition, students have the opportunity to attend after school programs provided by the Beacon, YMCA and Leadership Program which run until 6:00 p.m. and on Saturdays. A Saturday Academy focusing on test preparation will launch in February 2016. Interim assessments in literacy and mathematics indicate that students are making progress in improving academic performance. We anticipate that the progress is an indicator that end-of-year targets can be achieved.
- In the area of Supportive School Environment, through collaboration with our Renewal Partner, Graham Windham, the school now has been able to augment its student and family support services to now include additional onsite personnel (two guidance counselors, a full-time social worker, full-time mental health workers, family coach, AIS providers), and also provides health services (dental services) onsite in the school. The school has instituted a behavioral incentive program known as "R.O.C.K". Students are encouraged to respect everyone, own their actions, care for the community, and kee the school safe. The program includes rewards and consequences for all actions. As a result of all school and partner personnel working together towards the goal of enhancing school safety, official on-line occurrence reports of student incidents have been reduced by 45%.



- A formalized attendance improvement initiative (i.e. Rock-It-Bucks) has been developed that has helped address student lateness. In addition to regular meetings of the Attendance Committee, this initiative, which was launched in February 2016, has already resulted in improved attendance rates. The attendance rate for Sept 2015 – January 2016 was 90.2%. Since the attendance rewards program has been implemented, the attendance rate for February 2016 – April 2016 has risen to 91.4%.
- To encourage teacher and community collaboration, various school committees, made up of school staff, parents and community partner organization staff (Instructional Cabinet, Community Engagement Team, Student Support Committee, Attendance Committee) work collaboratively to align and expand services and improve instruction. Teachers are also meeting as grade level teams multiple times during the week to plan instruction, develop curriculum and pacing calendars, investigate new teaching strategies, improve lessons and enhance student engagement.
- Parent and family engagement continues to be a major effort. Tuesday afternoon parent workshops are provided by PS/MS 123M teachers on a variety of topics of interest to parents. 100% of parents have received outreach through telephone, face-to-face meetings and in writing, from PS/MS 123M staff (classroom teachers, cluster teachers, guidance staff, family worker) and renewal staff (family coach, mental health workers, social worker). Additionally, over 400 parents have attended school events, with almost 100 attending multiple events. Parents and staff work together to improve the educational experience for all our students. To encourage a larger parent presence, translations are provided for parent notices and at parent meetings.
- In the area of Leadership, the principal continues to provide clear expectations (staff handbook, weekly staff bulletins, classroom checklists), designs ongoing, intensive professional learning opportunities for school staff and renewal partner staff that is customized to individual needs and promotes school improvement, has designed and established strong working partnerships to enhance instruction and promote school initiatives (e.g. YMCA, Studio in a School, National Dance Institute, Leadership Program, Chess in the Schools), has instituted a variety of school committees (e.g. Attendance Committee, Instructional Cabinet, Student Support Committee) that improve various aspects of the school and also builds teacher leadership, has placed an emphasis on data driven instruction using internal and external assessments to help teachers differentiate instruction, and has maximized the use and coordination of available funds and resources to provide much needed services, enhance the instructional program, and ensure effective staff training.

## **Part I – Demonstrable Improvement Indicators**

### **LEVEL 1 – Indicators**



Please list the school’s Level 1 indicators below. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Continuation Plan
3-8 Math Growth Percentile	Yellow	44.6	45.6	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school’s Renewal Comprehensive Educational Plan (RSCEP). End of year data is not yet available for this indicator. We are confident that we are noticing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>The following activities demonstrate the school’s focus on supporting student growth in math.</p> <ul style="list-style-type: none"> <li>• Monthly data dives with individual teachers and grade teams to tailor instruction to meet student needs.</li> <li>• Coaching from the school-based math coach and consultant coach from Teaching Matters, Inc. (TMI).</li> <li>• Student access to online learning resources in the computer lab. Student access to laptops and iPads in the classroom, including Mathletics, to provide interventions and supports for struggling students.</li> <li>• The implementation of lesson study groups and examining student work as part of grade level team meetings.</li> <li>• The use of Connected Math Project 3 (CMP3) Math and GoMath formative assessments,</li> </ul>	N/A



				<p>New York City Department of Education (NYCDOE) approved standards- based curriculum, differentiated instruction, and interventions for struggling students reveal a significant percent improvement across grade levels.</p>	
3-8 Math Percent Level 2 & Above	Yellow	25%	26%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the School Comprehensive Educational Plan (SCEP). End of year data is not yet available for this indicator. We are confident that we are observing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016</p> <p>A large percentage of the student population is at performance levels 1 and 2. Analysis of math formative data from Go Math! and CMP3 illustrates the following:</p> <ul style="list-style-type: none"> <li>• 7% of students scored from 90 to 99</li> <li>• 31% of students scored from 80 to 89</li> <li>• 32% of students scored from 70 to 79</li> <li>• 18% of students scored from 60 – 69</li> <li>• 12% of students scored below 60</li> </ul> <p>Although the majority of students at PS/MS 123M are at performance levels 1 and 2, with ongoing training in differentiated instruction and the use of data to drive instruction, teachers are differentiating learning for those students who are at levels 3 and 4. Data analysis from weekly formative assessments provides the information needed to provide support to teachers.</p>	N/A



Grade 4 and 8 Science Percent Level 3 & Above	Yellow	38%	39%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth trends towards this demonstrable improvement indicator. This work is articulated within each framework area of the school’s RSCEP. End of year data is not yet available for this indicator. We are confident that we are noticing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>According to January middle school report card data, we noted that 61% of students obtained a core course score of 70% or better whereas 29% of students scored below 70%. Science simulation tests were administered in March and results will be used to inform preparation for the science tests as well as the focus of classroom instruction. Some of the strategies to further support science development are: identifying a new science cluster teacher for the elementary grades; the newly hired middle school science teacher will continue to receive in-class coaching to help her hone her skills; and nonfiction classroom libraries will be expanded to ensure integration of literacy in science instruction.</p>	N/A
Make Priority School Progress	Yellow	N/A	Meet progress criteria	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school’s RSCEP. Data is not yet available for this indicator. We are taking steps in order to make every effort to meet our target. Data to evaluate this indicator will be available pending the release of information from the</p>	N/A



				<p>State Education Department (SED).</p> <p>The school is making progress toward meeting English Language Arts (ELA) and Mathematics benchmarks as demonstrated in interim assessment results.</p> <p>Through intensive Academic Intervention Services (AIS) and Expanded Learning Time (ELT) programs, the school is ensuring all students are provided the supports needed to achieve success in our school.</p> <p>The school has been notified that it has met its receivership goals for 2015-16 and expects to be removed from the receivership school list for 2016-17. In addition, the school has been moved from a Priority School to a Focus School. All efforts to improve the instructional program for all students in all subgroups will be continued.</p>	
School Survey - Safety	Green	2.00	2.04	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school's RSCEP. The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <p>As an interim assessment, the use of Online Occurrence Report System (OORS) has been utilized to measure progress. From September 2014 – January 2015, there was a total of 96 OORS reports. From September 2015 – January 2016, there was a total of 17 OORS reports, reflective of a 79-point decrease. Furthermore, the Violent and Disruptive Incident Report (VADIR) rating decreased from 3.34 in 2014-15 to .69 as of April 2016.</p> <p>There has also been a significant reduction in the</p>	N/A



			<p>percentage of suspensions. As of March 31, 2016, the number of combined principal and superintendent suspensions decreased from 49 in 2014-2015 to 6 in 2015-2016, yielding a reduction of 87%.</p> <p>Students are also attending school more regularly. Since the implementation of the Rock-It-Bucks attendance rewards program, the attendance rate has increased from 90.2% (September 2015–January 2016) to 91.4% (February 2016 – April 2016).</p> <p>The school serves students from 12 local shelters, three of which are domestic violence lodgings. When families in these shelters are in transition, student attendance is compromised. Many other students come from single-family households and face multiple challenges, including poverty. Successful initiatives will be continued for 2016-2017. These include:</p> <ul style="list-style-type: none"> <li>• Rock-It-Bucks attendance incentive program, which encourages student attendance and punctuality and the R.O.C.K program.</li> <li>• In house Positive Behavior Interventions and Supports (PBIS), a proactive approach to establishing the behavioral supports and social culture and needed for all students and supports teachers’ efforts to help students achieve social, emotional and academic success.</li> <li>• Two guidance counselors to work with at-risk students and their families.</li> <li>• Renewal partner staff, comprised of a social worker, family coach, and mental health clinic, provides attendance, counseling, case management and social services for students and families in crisis.</li> <li>• Well-established school committees such as the Attendance Committee, Student Support Committee, Renewal Committee, and Instructional Cabinet will continue to function in a meaningful</li> </ul>	
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				<p>way and members of these teams by designing and implementing initiatives that address the specific needs of individual student. In addition, they will continue to provide opportunities for teacher leader development.</p> <ul style="list-style-type: none"><li>• Weekly school/renewal partner meetings continue to ensure that support services are designed and implemented to meet current school needs.</li><li>• Activities such as pajama day, cultural day, and intergenerational events (Family Day) will continue to be coordinated by the school committee members to positively impact the building of school-community spirit.</li></ul>	
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**LEVEL 2 Indicators**

Please list the school’s Level 2 indicators below. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Plan
Average ELA Proficiency Rating	Yellow	2.11	2.12	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrative improvement indicator. Interim assessments in ELA indicate growth that is anticipated will translate to improvement on the standardized ELA examination in April 2016.</p> <p>A writing benchmark interim assessment was administered in October 2015 and again in January 2016. Schoolwide results revealed an overall improvement as indicated below:</p> <p>Level 1 – 15% reduction                      Level 2 – 4% reduction                      Level 3 – 15% increase                      Level 4 – 2 % increase</p> <p>A third writing benchmark is scheduled for May 2016.</p> <p>Furthermore, A Fountas &amp; Pinnell (F &amp; P) nonfiction reading assessment was administered in October and again in January. Although student reading levels do not yet yield grade -level proficiency, students did show progress, as indicated below.</p> <ul style="list-style-type: none"> <li>• 68% moved at least one level</li> <li>• 24% moved at least two levels</li> <li>• 7% moved at least three or more levels</li> </ul>	N/A



			<p>The average increase in F &amp; P reading levels across all grades is 1.24 levels.</p> <p>The online Accelerated Reader assessment demonstrated a school-wide average growth of 195 scale score points, which translates to growth of 9%.</p> <p>The school plans to implement a variety of activities designed to improve ELA proficiency, including:</p> <ul style="list-style-type: none"> <li>• Continued use of Ready Gen and Expeditionary Learning, the NYCDOE approved standards-based with support and interventions for struggling students (Foundations, ELT specialized materials, online learning tools such as Achieve 3000, MyOn Reader, and Accelerated Reader)</li> <li>• Monthly data dives with individual teachers and grade teams to tailor instruction to meet student needs.</li> <li>• Coaching from the school-based literacy coach and consultant coach from Literacy Support Services and Creative School Services</li> <li>• Online learning resources in the computer lab and using laptops and iPads in the classroom – Formative Assessments include Achieve 3000, iReady, MyOn, Accelerated Reader.</li> <li>• Lesson study groups as part of grade level team meetings.</li> <li>• Examining student work as part of grade level team meetings.</li> <li>• Continuation of successful practices, such as lesson study, checks for understanding, writing workshop, classroom libraries, online learning resources, and AIS for struggling students.</li> </ul>	
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<p>Framework: Collaborative Teachers</p>	<p>Green</p>	<p>2.52</p>	<p>2.56</p>	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrative improvement indicator. This work is articulated within each framework area of the School Comprehensive Educational Plan (SCEP). The statements below show a trajectory of this work and progress towards meeting this indicator prior to summative data sources being readily available.</p> <p>Enhanced teacher collaboration has resulted in an improvement of instructional practice, especially among the novice teachers, who required instructional support, via our school based New Teacher Induction system.</p> <p>To enhance teacher collaboration, a variety of activities are planned, including:</p> <ul style="list-style-type: none"> <li>• The Instructional Cabinet, comprised of representatives from each grade, is the vehicle for designing activities and initiatives, and sharing information with their colleagues on the grade, with the goal of empowering teachers as key decision-makers. These teacher leaders help to facilitate grade level meetings, and share responsibilities with their colleagues on their respective grades.</li> <li>• Refined team meeting protocols were collaboratively created so that team meeting time is utilized more efficiently and effectively addresses topics of interest and need, and maintain a focus on goal oriented data analysis. The Data Wise Protocol is utilized by all grade level teams.</li> <li>• Additional common preparation periods are scheduled so that teachers have multiple opportunities during the week to meet together</li> </ul>	<p>N/A</p>
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				<p>as teams. This is in addition to Monday and Tuesday afternoon professional learning time and one formal team meeting period per week.</p> <ul style="list-style-type: none"> <li>Well-functioning committees, such as the Student Support Committee and Attendance Committee continue to meet on a regular basis.</li> </ul>	
Implement Community School Model	Green	N/A	Implement	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrative improvement indicator. This work is articulated within each framework area of the school’s RSCEP. The statements below show a trajectory of this work and progress towards meeting this indicator prior to summative data sources being readily available.</p> <p>The Community School Model is being implemented through partnerships, including Renewal Partner, which provide social services, student and family social/emotional support, health services, and mental health services to identified students. A Community Education Team (CET) comprised of school staff, renewal partner staff, and members from Community Based Organizations (CBOs) meet regularly to discuss school needs and plan for providing appropriate and aligned services.</p> <p>The attendance rate has increased from 90.2% (September 2015 – January 2016) to 91.4% (February 2016 – April 2016).</p> <p>Successful partnerships with outside consultants and direct service organizations are monitored to ensure efficacy and alignment of services. Classroom observations to determine how teachers are</p>	N/A



				implementing strategies	
Performance Index on State ELA Exam	Yellow	49	51	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrative improvement indicator. This work is articulated within each framework area of the school’s RSCEP. End of Year data is not yet available for this indicator. We are confident that we are noticing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <p>Interim assessments in ELA indicate growth that is anticipated will translate to improvement on the standardized ELA examination in April 2016.</p> <p>A writing benchmark interim assessment was administered in October 2015 and January 2016. Schoolwide results indicated an improvement as follows:</p> <p>Level 1 – 15% reduction                  Level 2 – 4% reduction                  Level 3 – 15% increase                  Level 4 – 2 % increase</p> <p>A third writing benchmark assessment is scheduled to be administered in May 2016.</p> <p>The online Accelerated Reader assessment demonstrated a school-wide average growth of 195 scale score points which translates to growth of 9%.</p> <p>In addition, a Fountas &amp; Pinnell (F &amp; P) nonfiction reading assessment was also administered in</p>	N/A



				<p>October and January.</p> <ul style="list-style-type: none"> <li>68% moved at least one level</li> <li>24% moved at least two levels</li> <li>7% moved at least three or more levels</li> </ul> <p>The average increase in F &amp; P reading levels across all grades is 1.24 levels.</p>	
Provide 200 Hours of Extended Learning Time	Green	N/A	Implement	<p>An ELT program is being provided 5 hours per week for 40 weeks for all students in the school (200 hours). In addition, programs provided by the Beacon, WYMCA and Leadership Program, serving more than 250 students, augment the ELT program and serve students until 6:00 p.m. and on Saturdays. In addition, a Saturday Academy for test preparation in grades 3 – 8 was launched, and served 75 students.</p>	N/A
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .		<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b> Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

## Part II – Key Strategies

<b>Key Strategies</b>				
<i>As applicable</i> , identify any key strategies being implemented during the current reporting period that are <i>not described above</i> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school.				
List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan	
1. <b>Rigorous Instruction</b> <b>Goals:</b>	Yellow	In the framework area of Rigorous instruction, the school has focused on the following work throughout	N/A	



<p>By June 2016, staff implementation of rigorous curriculum in literacy and math will result in increased student achievement as measured by:</p> <p>100% of full-year students will demonstrate increased achievement on state ELA and math exams as demonstrated an Average Proficiency Rating in ELA of 2.2 and in Mathematics of 1.99.</p> <p><b>Key Strategies:</b> Hire a literacy coach, Work with consultants on assessments, data meetings established to revisit targeted students current performance levels, interventions and develop plan of action for all learners including high achievers. Patterns across grades are discussed at grade level team meetings.</p> <p><b>Renewal School Priority Areas:</b> Planning and Refinement of Written CCLS-aligned Curricula to Provide Access to All Students</p>	<p>SY 15-16.</p> <ul style="list-style-type: none"> <li>• A full time literacy coach has been hired and a UFT Teachers’ Center has been established. The coach is a core member of the instructional cabinet and has developed a good rapport with staff. The professional learning atmosphere the coach has cultivated since her hire is evident. She has transformed the room she utilizes into a professional development learning center. The Teacher Center includes computers for all teachers to use, professional literature, and adequate space for collaborative teacher team meetings. The Specialist is a thoughtful partner to staff as they collaborate and plan.</li> <li>• Year-long curriculum maps and pacing calendars in ELA and Mathematics have been created to guide the instructional program. Teachers consistently refine these maps under the guidance of the literacy and math coaches.</li> <li>• Lesson study groups, which are ongoing, have been formed and protocols for lesson study have been developed and utilized regularly.</li> <li>• Common practices for checks for understanding in ELA and Mathematics have been adopted at each grade level.</li> <li>• Workshop model teaching in writing is implemented across all grade levels.</li> <li>• Independent reading from well-stocked classroom libraries is included as part of the literacy block.</li> <li>• Student writing in the content areas includes science and social studies.</li> <li>• Online learning resources in literacy and mathematics such as Mathletics, Achieve 3000, MyOn Reader, and Discovery are implemented across grade levels to assist students in improving achievement.</li> <li>• An AIS program for elementary grades is provided</li> </ul>	
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		<p>by renewal staff and school staff. Targeted students are served using Great Leaps for K – 8 and Reading Rescue for the primary grade bands..</p> <ul style="list-style-type: none"> <li>• Consultant coaches in mathematics, literacy, early childhood education and technology work with teachers to improve pedagogy with a focus on differentiating instruction to meet student needs.</li> <li>• Teachers and leaders engage in ongoing data analysis to assess writing and reading progress. Regularly scheduled data dives, grade level and classroom data meetings with administration, to discuss individual student progress, class growth trends, and grade and school trends are conducted based on student achievement data and include an examination of student work samples.</li> <li>• The administration has met with all staff to review benchmark and periodic assessment data. Each meeting is structured to allow teachers to present their strategic action plan for the identified students’ needs and groupings according to the data. The instructional team uses the information gathered through the triangulation of the data to closely examine patterns and trends in order to extract and prioritize next steps within grades, grade bands, and across the school. Student growth on interim assessments in ELA and Math indicates progress towards meeting ELA and Math targets.</li> </ul> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the SCEP. The Mid year RCEP goal states that “50% or full-year students will demonstrate improvement on a minimum of two Common Core Learning strands on mid-year benchmarks in math and literacy.” However, because</p>	
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			<p>of a change in assessment instrument, growth is provided on a whole school basis. By February, 2016, Mathematics – Students answered 34% of multiple choice questions correctly on baseline math benchmark assessment. In January 2016, students answered 66.3% of questions correctly on mid-year math benchmark assessment.</p> <p>Writing – Across all writing strands, students demonstrated the following progress:                  Level 1 – Reduced by 15%                  Level 2 – Reduced by 4% (a number of level one students moved into level 2)                  Level 3 – Increased by 15%                  Level 4 – Increased by 2%</p>	
2.	<p><b>Supportive Environment</b>  <b>Goals:</b>                  By June 2016, school wide structures and systems for student support will result in an overall VADIR score of less than 1.5, a significant reduction in the number of OORS reports, reflecting a safer school environment.</p> <p><b>Key Strategies:</b>                  Hired F Status guidance counselor;                  Instituted dance residencies and art experiences for students;                  Implemented extended day program.</p>	Green	<p>In the framework area of Supportive Environment, the school has focused on the following work throughout SY 15-16.</p> <ul style="list-style-type: none"> <li>• The PS/ MS 123 Expanded Learning Program includes five additional hours of structured instruction each week for all students on register, as well as additional after-school programs offered by several community based partners for interested families and students. The five additional hours are structured to include instruction in the following areas: English Language Arts (ELA), Math, and Building Leadership and Positive Culture. A weekly session dedicated to enrichment activities (i.e. chess, art, dance, etc.) is another component of the additional instructional time.</li> <li>• The school has developed a strong relationship with its primary community based partner, Graham Windham. Clear processes have been created so that staff may identify students in need and direct their concerns to the correct personnel</li> </ul>	N/A



	<p>In additon, the school has an After School Academic Program, Saturday Academy, After School Enrichment Club Program. Teachers were hired, schedules were developed, and materials were identified.</p> <p>Attendance Systems &amp; Structures</p>	<p>immediately. This structure has been developed collaboratively by the Student Support Committee, which includes school and community based support staff. The Student Support Committee meets weekly to discuss individual students who have been identified by families or staff for support, and works to strategize an appropriate action plan. The ensuing support is followed up on by appointed members of the team and updates are provided at subsequent meetings.</p> <ul style="list-style-type: none"> <li>• The school has instituted a behavioral incentive program known as “R.O.C.K”. Students are encouraged to respect everyone, own their actions, care for the community, and keep the school safe. The program includes rewards and consequences for all actions.</li> <li>• The school Attendance Committee meets weekly and has the support of the borough field office staff, and together they work to increase the daily attendance rate at the school and decrease the number of students with chronic attendance problems. The committee has created a system whereby students are recognized for exemplary and improved attendance patterns, thus incentivizing others to follow suit. This includes attendance celebrations, home visits and outreach, and the Rock-It-Bucks incentive program.</li> </ul> <p>The Community Schools Model provides increased structures and systems for providing student and family support.</p> <ul style="list-style-type: none"> <li>• An onsite mental health clinic, staffed by psychologists and social worker has been established, and serves identified students and</li> </ul>	
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		<p>families.</p> <ul style="list-style-type: none"> <li>• An F-status guidance counselor has been hired. Through our Renewal Partnership, a full-time Social Worker and a Family Coach also provide student and family support services.</li> <li>• A Schoolwide Code of Conduct based on the school’s Core Values has been developed collaboratively by staff and students and adopted. Its aim is to influence behavior in classes and throughout the school. Monthly evaluation of teacher anecdotal notes, weekly parent communication logs, and identification of effective strategies during classroom visits is ongoing.</li> <li>• Several school committees such as the Attendance Committee, Student Support Committee, and Community Engagement Team) have been established and meet regularly. Committees include school staff, renewal partner staff and CBO partners.</li> <li>• CBO partners, including the Leadership Program provide student support programs to augment school efforts. These programs are aligned with school initiatives and services.</li> <li>• A Student Support Teacher provides temporary, small group instruction for students who are having behavioral challenges in the classrooms.</li> <li>• A formal attendance improvement plan to improve student attendance rates has been designed by school and partner staff, and implemented. The plan includes: 1) new attendance taking procedures to assist in accurate recording; 2) a ROCK-IT-BUCKS attendance incentive program; 3) class and school celebrations that highlight and motivate 100% attendance; 4) creation of school attendance team; 4) clear expectations for families, which are provided in English and Spanish, regarding</li> </ul>	
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			<p>attendance and punctuality; and 5) home visits, telephone contacts, and ongoing attendance outreach for students who are absent and/or late.</p> <ul style="list-style-type: none"> <li>• A Success Mentoring program has been launched serving students at risk because of behavior issues. The program also includes outreach to parents.</li> </ul> <p>During the February progress monitoring period, schools were expected to have met their benchmarks as articulated in the RSCEP. The mid-year goal states that “School wide structures and systems for student support will result in a 10% reduction in the number of OORS reports.”</p>	
3.	<p><b>Collaborative Teachers</b>  <b>Goals:</b>                  By June 2016, as a result of grade level collaborative teacher team meetings and using data to inform Common Core-aligned lessons and units that engage students in differentiated learning, there will be an increased focus on the component Designing Coherent Instruction, in the Danielson Framework for Teaching.</p> <p><b>Key Strategies:</b>                  Onsite coaching by JDL trainer including use of electronic white boards, Macbooks, iMacs, iPads, online classroom resources, lesson development, use of student assessment technology software, • Onsite coaching by TMI math coach</p>	Green	<p>In the framework area of Collaborative Teachers, the school has focused on the following work throughout SY 15-16.</p> <ul style="list-style-type: none"> <li>• As mentioned above, a full time Teacher Center specialist has been working with administration and staff since September 2015. She is a core member of the instructional cabinet and has developed a good rapport with staff. The professional learning atmosphere she has cultivated since her hire is evident in the transformation of the room she utilizes into a professional development learning center. The Teacher Center includes computers for all teachers to use, professional literature and adequate space for collaborative teacher team meetings.</li> <li>• The administration has met with all staff to review benchmark and periodic assessment data. Each meeting is structured to allow teachers to present their strategic action plan for the identified student needs and groupings according to the data. The Instructional Cabinet uses the information gathered through the triangulation of</li> </ul>	N/A



<p>in grades 3 – 8 to develop model classrooms in mathematics.</p> <ul style="list-style-type: none"> <li>• In-class and grade level literacy coaching and data driven instruction by CSS and LSS coaches re: differentiating instruction, adapting common core curriculum to student needs, • Data Meetings - Teachers meet with grade supervisors and data coach to analyze interim assessment data, including data provided through the use of Achieve 3000 and Kid Biz, with the goal of developing a plan of action for targeted students.</li> </ul> <p><b>Renewal School Priority Areas:</b>                  Danielson Framework                  Implementation - Observation Cycle Inquiry                  Job-embedded Instructional Coaching</p>	<p>the data to examine the patterns and trends in order to extract and prioritize next steps within grades, grade bands, and across the school.</p> <ul style="list-style-type: none"> <li>• The school has begun the implementation of the Teachers College Writing program, and as a result has been provided with monthly on site and off site coaching opportunities. Teachers have been provided on-site support as grade level teams, in their own classrooms through demonstration lessons and modeling, and have attended professional development sessions at Teachers College with other teachers on their grade from other schools thus allowing them to share and learn best practices.</li> <li>• A variety of structures and systems has continued and has been enhanced to augment teacher collaboration. These include: Grade level team meetings and common preps have been programmed in addition to the regularly scheduled Monday and Tuesday afternoon professional learning time. The meetings are facilitated by consultant coaches, the literacy coach, assistant principals and by grade level teacher leaders. Schoolwide protocols are utilized to maximize the professional learning time.</li> <li>• Professional development cycles address the three areas of focus for the year: Effective Pedagogy, Curriculum Development and Data Collection and Analysis.</li> <li>• Individual teacher data meetings with grade supervisors are conducted along with grade-wide and school-wide data dives where teachers work collaboratively to analyze student achievement data.</li> <li>• Grade level Lesson Study Groups have begun. The groups utilize a school-developed protocol for crafting, implementing and assessing the</li> </ul>	
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			<p>effectiveness of lessons across the curriculum. Grade level coaching is facilitated by consultant coaches and the full-time Teacher Center’s literacy coach. At these sessions, teachers work together to plan, critique and develop curriculum and instructional strategies.</p> <p>During the February progress monitoring period schools were expected to have met their benchmarks as articulated in the SCEP. The mid-year RSCEP goal stated that “As a result of grade level collaborative teacher team meetings, weekly monitoring, there will be an increase of in the number of teachers who craft Common Core-aligned lessons and units of Study.”</p>	
4.	<p><b>Effective School Leadership</b> <b>Goals:</b></p> <p>By June 2016, the principal and administrative team, will monitor the planning and implementation of teaching practices using the Danielson Framework to provide targeted feedback to teachers.</p> <p><b>Key Strategies:</b></p>	Green	<p>In the framework area of Effective School Leadership, the school has focused on the following work throughout SY 15-16.</p> <ul style="list-style-type: none"> <li>• School budgets have been crafted to maximize effectiveness and focus on instructional improvement. Additional resources/services include             <ul style="list-style-type: none"> <li>- A full-time literacy coach works in the school’s Teachers’ Center</li> <li>- Services for consultant coaches have been increased.</li> <li>- A second, F-Status Guidance Counselor and a Student Support Teacher have been added to the staff.</li> <li>- An F Status AIS teacher has been hired and provides services for the middle school.</li> <li>- A full-time student support teacher has been hired and works with students who are having behavioral difficulties and need additional short-term support.</li> </ul> </li> <li>• Partnerships have been established with effective community partner organizations such as CSS,</li> </ul>	N/A



		<p>LSS, CUNY, Leadership Program, YMCA, Hip Hop for Life, Ogilvy) that can provide value added in the areas of instructional improvement, and student and family support.</p> <ul style="list-style-type: none"> <li>• Partnerships with effective community organizations have been established to provide enhanced instructional opportunities for students (i.e. Studio in a School, National Dance Institute, Chess in the Schools).</li> <li>• A focus on data driven leadership drives the educational program.             <ul style="list-style-type: none"> <li>- Data regarding student achievement, is constantly reviewed and with teachers and assistant principals.</li> <li>- Teacher pedagogy, as observed in classrooms, is analyzed by the administrative team. Pedagogy is also a topic at Instructional Cabinet meetings.</li> <li>- Parent engagement efforts are collaboratively planned and implemented and success of the event is discussed at School Leadership Team (SLT) and staff meetings.</li> <li>- Regular meetings with Renewal Team and the Community Education Team, which includes community partner organizations, review progress and emerging needs.</li> <li>- A review of SLT, and Attendance, Pupil Support Team minutes, is conducted after each meeting.</li> <li>- Aggregate attendance data as of May 1 indicates that the average daily attendance is 91.9%, reflective of an increase of 2.4% from 2014-15 school year.</li> <li>- Analysis of OORS reports and student attendance/lateness rates are completed weekly.</li> <li>- Pacing calendars and curriculum maps are</li> </ul> </li> </ul>	
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			<p>reviewed regularly to assess progress.</p> <ul style="list-style-type: none"> <li>• Clear expectations are provided to staff through a detailed staff handbook, a weekly staff newsletter, the daily message board, school-wide checklists (e.g. bulletin board checklist), a series of official numbered staff memos, a school-year calendar of events, verbal and written feedback to teachers.</li> <li>• School committees such as the Attendance Committee, Student Support Committee, and Instructional Cabinet engage teachers and other school staff in empowering them to have a key role in decision-making that affects student learning across the school. In addition, these teams support the development of shared leadership by identifying teacher leaders who serve as resources for their colleagues.</li> <li>• Professional Development is customized to teacher needs and is provided by: onsite coaches in literacy, mathematics and technology; individual and grade level teacher conferences and data dives; special whole school and small group workshops; and weekly assistant principal professional development conferences.</li> <li>• Professional development is designed to provide clear expectations to the staff and the support needed to improve the instructional program at the school.</li> </ul>	
5.	<p><b>Strong Family-Community Ties</b>  <b>Goals:</b>                  By June 2016, 100% of parents will have received outreach, learning opportunities, and/or services as documented by teacher and Partner logs.</p>	Green	<p>In the framework area of Strong Family-Community Ties , the school has focused on the following work throughout SY 15-16.</p> <p>The community school model implemented at PS/MS 123 includes a Community School Director, Family Support Coordinator, social worker, mental health director and Parent Coordinator. Each works</p>	N/A



	<p><b>Key Strategies:</b> Increased parent involvement planned and implemented: identification of a cadre of parent volunteers</p>		<p>alongside the principal to ensure that the school engages families on a daily basis and encourages strong family-community ties.</p> <ul style="list-style-type: none"> <li>• The role of the Community School Director is to effectively secure and integrate additional human and financial resources into the school to help address student needs, whether these relate to health, hunger, or homelessness. The Community School Director partners with the principal to identify priority areas, and then efficiently and creatively blend funding streams to support the most impactful services. The Director also sits on school committees to organize and align parent support services and family engagement events.</li> <li>• A full-time Family Coach time is positioned in the main office and greets parents, students and families as they enter the school. This personal connection allows her to follow up with families in need in a genuine manner. The Parent Coordinator creates additional opportunities for parent participation and keeps parents informed of important events and resources. The Family Coach also makes home visits when indicated.</li> </ul> <p>A variety of activities have been implement through March 2016. Activities are well attended because they are designed according to parents’ needs and interests. Almost 400 parents have attended events. Moreover, 100 parents have attended multiple events. This represents a huge increase over 2014-15.</p> <ul style="list-style-type: none"> <li>• Parent leaders are being developed through a collaboration with Learning Leaders.</li> <li>• A year-long parent workshop calendar has been developed and shared with all parents. Input from the SLT provided guidance as to topics.</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Tuesday afternoon parent workshops are planned and implemented by classroom and cluster teachers to enhance parents’ knowledge of programs and activities, and expectations at the school.</li> <li>• A parent handbook, translated into Spanish, was provided for all families.</li> <li>• Consistent home contact (phone calls, notices, home visits) provided by school and renewal partner staff informs parents of upcoming events and encourages attendance.</li> <li>• Each Tuesday, school staff members have allotted minimally 40 minutes to speak with and/or meet with parents, thus strengthening the communication between school and home.</li> </ul> <p>During the February progress monitoring period schools were expected to have met their benchmarks as articulated in the RSCEP. The mid-year goal in the RSCEP states that “35% of parents will have received outreach, learning opportunities, and/or services as documented by teacher and Partner logs.” An analysis of outreach logs indicates that 100% of parents received outreach/contacts/services from school staff, including classroom teachers, cluster teachers, guidance staff, and partner staff, family coach, social worker, mental health staff.</p>	
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b> Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



### Part III – Community Engagement Team and Receivership Powers

<b>Community Engagement Team (CET)</b>		
Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET.		
Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. The recommendation for PS/MS 123M was Increased Translation Services.</p> <p>As a result of meetings with the Community Education Team (CET), a number of efforts have been made to increase translation services to encourage parent involvement and engagement.</p> <ul style="list-style-type: none"> <li>• Messages, notices and newsletters sent home to parents are translated into Spanish and French.</li> <li>• Staff members who speak Spanish attend parent meetings to assist with translations.</li> <li>• Bilingual staff members welcome parents using their native language and provide translations</li> </ul> <p>The CET continually assesses and reports on the implementation of the plan. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings. The monthly CET meetings are in addition to the monthly SLT meetings conducted by the school.</p>	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will conduct a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent will review and provide approved recommendations to the school, which will be used to inform planning and adjustments needed to the RSCEP.</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. The CET utilizes the goals and benchmarks in the RSCEP as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings.</p>
<b>Powers of the Receiver</b>		
Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership.		



Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.		
Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements. Listed below are any other efforts to utilize the powers of the School Receiver:</p> <p>During the 2015-16 school year, PS/IS 123 has implemented several initiatives targeted towards meeting the pedagogical needs of staff, as well as the academic and social-emotional needs of students and their families, in conjunction with District Wide Initiatives. Each has impacted the overall achievement of students.</p> <p>The demands of the Common Core require that students be able to articulate their thinking verbally and in writing. Teachers at PS/S 123 have been working with Columbia University’s Teachers College Writing Project and students in Grades K-8 have been receiving daily instruction in the area of writing. Student achievement in writing has shown improvement over course of the year as evidenced by pre and post writing assessments.</p>	<p>The NYCDOE will continue to engage in regular consultation with the leadership of its collective bargaining units regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.</p> <p>PS/ MS 123 is utilizing a full time Teacher Center Specialist, and will continue to strengthen its collaboration with its Community Based Organization (CBO) partner, Graham Windham, and will continue to implement a school wide positive behavior intervention program (PBIS) in 2016-17.</p> <p>Graham Windham will continue to provide support for our school with ongoing attendance outreach. A full time Family Coach, and AmeriCorps worker will continue to target outreach to families and individual students with attendance and lateness issues. These additional resources as well as the school’s PBIS system, which incentivizes students to maintain and/or improve their attendance and behavior patterns, will continue to impact attendance rates and occurrence data positively</p>



Teachers also had the opportunity develop their data analysis practices and curricula and lesson planning. The revision to tasks, lessons and curricula have impacted student outcomes on interim assessments.

The District 5 based initiative includes a Teacher Center Specialist on site for professional development and coaching, and includes a stellar professional development center where staff collaboratively plan and together. This has positively impacted teacher pedagogical practice, as evidenced by teacher observation feedback and ratings.

The implementation of an extended learning day for all students has provided students with an additional hour of learning and enrichment five hours a week. This practice has impacted the overall performance of students on interim assessments.

The installation of an on-site mental health clinic, which services students and families has led to a decline in the number of incidents and suspensions at the school over the course of the year.

<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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**Part IV – Title I Schoolwide Program (SWP) Plan Required Components (As applicable)**

<b>2016-17 School Year Plan</b>		
<p><i>As applicable</i>, please provide additional information to describe 2016-17 school year plans and rationale for required components of a Title I Schoolwide Program plan. If a required component has already been addressed in one or more section above, please use the “2016-17 School Year Plan” column to indicate which sections contain this information. A brief rationale should be included for <i>each</i> required component.</p>		
Ten Required Components of SWP	2016-17 School Year Plan	Rationale
1. N/A		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

**Part V – Best Practices (Optional)**

<b>Best Practices</b>		
<p>The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.</p>		
List the best practice currently being implemented in the school.		Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1.	Workshop Model Writing – Teachers’ College	Workshop model teaching in writing is implemented across the grades. Coaches from Teachers



	Writing Project	College Writing Project, the onsite Teachers’ Center Literacy Coach and consultant coaches in literacy and early childhood education work onsite in classrooms with teachers to help staff develop the skills needed to enhance student writing, which, in turn, can lead to a student’s love of writing. Teachers are also relieved for professional learning and attend Calendar Days at Teachers College to refine their skills and meet with colleagues from across the city who are also implementing this model of workshop writing. Student writing is now exhibited throughout the school and reflects significant growth in the quality and amount of writing being produced.
2.	Serving Students in Temporary Housing (STH)	Approximately 100 students (18%) at PS/MS 123M live in temporary housing shelters located in the neighborhood, three of which are domestic violence lodgings. These students come to school with a myriad of academic and social/emotional needs, and many have interrupted schooling and poor attendance. Through Renewal, PS/MS 123M now can provide needed services through a fully-staff mental health facility, a social worker, two guidance counselors, a family coach, in addition to the school’s family worker,, an Americorps staff member, and health services, including onsite dental services. Additionally, through a collaboration between renewal and school staff, intensive efforts, and a formalized plan has been developed to improve student attendance and punctuality.. An intensive effort collaboratively conducted by partner and school staff aimed at improving attendance for these students has contributed to the higher attendance rates we are experiencing in the second half of this school year.
3.	Data Driven Instruction	The school is focused on utilizing data to drive the instructional program for individual students. Data is analyzed on an ongoing basis and based on the results, teachers, coaches and administration collaboratively design instructional strategies to meet students’ needs. Based on data analysis, students are identified for academic and social/emotional support programs. To maintain a constant focus on data analysis as it relates to student achievement, grade-wide and individual data conferences are held with teachers to understand grade and school trends as well as individual student needs. A student Data Sorter maintains a clear record of student supports and AIS services provided.



**Part VI – Fiscal**

**Budget Analysis/Narrative and Budget Documents** – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below. Please note, separate budget narratives and FS-10’s must be submitted for a SIG, SIF and/or Persistently Struggling Schools (PSS) grant.

Design Element	Status (R/Y/G)	Analysis of 2015-16 School Year
Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement.</u>		

Additionally, under separate attachment, the LEA/school must provide a **Budget Narrative** and an **FS-10** for the upcoming 2016-17 implementation period. The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an explanation/justification for the cost that connects to the project activity, goals, and outcomes previously identified throughout the 2016-17 Continuation Plan and/or Persistently Struggling Schools (PSS) grant. The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level and district implementation of its intervention plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school, and commensurate to size and need. Schools no longer receiving SIG or SIF funds need not submit budget narratives and FS-10’s.



**Part VII – Attestation**

**RECEIVER:**

By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print):    Gale Reeves   

Signature of Receiver: \_\_\_\_\_

Date: \_\_\_\_\_

**COMMUNITY ENGAGEMENT TEAM:**

By signing below, I certify that the community engagement team (CET) was directly consulted in the preparation of this document.

Name and Position of CET Representative (Print):    Debra Spivak (Director School Renewal)   

Signature of Receiver: \_\_\_\_\_

Date: \_\_\_\_\_



The University of the State of New York - THE STATE EDUCATION DEPARTMENT - Albany, NY 12234

2016-17

School Improvement Grant 1003(g)  
 School Innovation Fund Grant  
 Persistently Struggling Schools Grant

Continuation Plan Cover Page

<b>District Name: Community School District 5</b>	
<b>School Name: Mahalia Jackson School of Literacy and the Arts – PS/MS123M</b>	
<b>Contact Person</b>	<b>Telephone (    )</b>
<b>E-Mail Address</b>	
<p>I hereby certify that I am the applicant’s chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.</p>	
Authorized Signature <b>(in blue ink)</b>	Title of Chief School/Administrative Officer
Typed Name:	Date:

DRAFT

